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Inaugurating a teachers' handbook for Tenney High School, Methuen, Massachusetts.

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INAUGURATING A TEACHERS' HANDBOOK
FOR TENNEY HIGH SCHOOL
METHUEN, MASSACHUSETTS

CARPENITO

1961

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INAUGURATING A TEACHERS' HANDBOOK FOR TENNEY HIGH SCHOOL

METHUEN, MASSACHUSETTS

by

Anthony J. Carpenito

PC 3278

A problem presented in partial fulfillment
of the requirements for the
Master of Education Degree
School of Education
University of Massachusetts
1960

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CHAPTER I

THE INTRODUCTION

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THE INTRODUCTION

Background of the Study -- School administrators are being called upon to perform more and more duties today as the American educational system becomes more complex and expanding. Attempting to fulfill all the required duties of an administrator becomes a task requiring total effort on the part of the high school principal. It is no great secret that the principal must use his teachers, students, clerks, and even community members in carrying out his job more efficiently and effectively. Oftentimes, others outside the school system may be called in to help as in evaluating agencies.

This problem represents another way in which a high school principal sought outside help. The need for a teachers' handbook existed at the Tenney High School, Methuen, Massachusetts. The present administrator had realized the need but had been unable to compile one due to the lack of available time. The high school building was a new one and many problems of reorganization and readjustment had to be solved. Expansion of classes was also taking place and the ninth grade was being included into what had been a three year high school. Thus, the situation remained -- either to wait until time was available to issue a teachers' handbook or to accept the help of a graduate student who could work with the principal and teachers to get the handbook compiled and printed. The latter action was decided upon.

Thus, this problem is a particular work designed to fill the need of a particular school. It is a work of "action research" rather than one of "traditional research." Its ultimate aim is to provide a teachers' handbook for Tenney High School to be used by the persons who helped to compile it.

Many approaches were available to solve this problem and no pretence is made that the approach used is the best or only one. It is, however, a simple and logical plan that any school with a similar problem might follow and find helpful. The complete procedure is explained in a separate section of this paper.

Before beginning this project both the administrator of the Tenney High School and the author were convinced that a teachers' handbook was not only a desirable administrative "tool" but a useful and valuable one. In other words the project was undertaken with all realization and belief that it would be a worthy task. Because Tenney High School had never had a teachers' handbook issued by the present administration it was also to be a novel and interesting venture.

CHAPTER II

A REVIEW OF THE LITERATURE

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A REVIEW OF THE LITERATURE

Before anyone could justify the use of a teachers' handbook on the grounds of being a valuable administrative tool, it is important that he have a good idea of what the job of the school administrator comprises and what its tasks, duties and obligations are.

Were we to forget for a minute the specific job of the high school administrator or principal and attempt to define the role of administration, that would be administration in any endeavor, we would get a first clue to some of the meaning of administration for the public school system.

Comstock Glaser offers the following definition of administration.

Administration is the word we use to signify the performance of any task which is too big for one worker. It begins as soon as someone has too much to do and gets someone else to help him. . . . It has various phases of which the most important are: planning - deciding what is to be done -- execution - giving orders, instruction and supervision, and control - seeing that the work is actually done according to plan. These phases are basic They become complex when large numbers of people are involved. There is also the problem of coordination, or seeing that individuals do not work at cross purposes, which extends into all three phases of administration. ¹

Though the principal is not the top administrator in the school system, he is nevertheless subject to the procedures and role specified in this definition.

The job of the high school principal, however, does have its own peculiarities, and though we might accept this definition of administration we must do so with some reservations regarding the high school administrator. The principal's planning will not be the same as planning for industry, his execution cannot be the same for he is not serving a corporation but a Superintendent, School Committee, teachers, pupils and citizens of the community. His control is also limited in that he is not able to go beyond those duties prescribed for him. For example, the high school principal could not dismiss his teachers because some educational program was not progressing as planned or desired. Many present day high school principals also have the problem of being recognized as professional administrators and in many cases are not permitted to fulfill the true role of administration as defined here, being burdened with teaching classes or handling discipline problems.²

There are other problems that make the role of the present day school administrator more difficult and demanding than the past. The rapid changes taking place in American society -- the concentration of specialization - the developing complexities of processes and human relations -- and the urgent demand for a re-evaluation of the American educational system, all add to the problems of the present day high school administrator.

²
See Jacobson, Paul B., Reavis, William C., Logsdon, James D. The Effective School Principal. Prentice-Hall, Inc. Englewood Cliffs, N. J. chapters 22-23.

However, as much as any administrator may wish to contribute to the broader problems of education -- he must begin with those matters within the framework of his own domain -- that is his own particular school. Because the organization, size, and purposes of schools differ - so will the administrator's duties differ.

In a study made by Reavis at the University of Chicago, with a group of 13 high school principals - a list of fifty-nine separate duties that principals perform was compiled. Generally these duties might be classified under (1) general administration, (2) clerical work, (3) personnel management, (4) supervision, (5) extracurricular activities and (6) community responsibilities.³ One could add more duties of the principal not included in this list, such things as professional improvement, evaluation of his own methods and study of modern trends in education.

It is when we have realized the numerous duties that a principal is often called upon to perform that a seemingly simple item like a teachers' handbook takes on a greater importance. It becomes one of the ways in which the principal's duties may be made somewhat lighter. By encouraging more efficient procedures, saving valuable time and lessening the burden of the principal the teachers' handbook does a real service to any school system.

3

Ibid. pp. 7-8.

Though each school's needs may be unique and procedures may vary from school to school, there are important principles which will guide any school in devising a teachers' handbook. One might begin a consideration of these by remembering that any book devised is not to be construed as a sacred, fixed and final word of authority. The teacher should be made to realize that rules may be changed by the faculty or administration if such changes serve a better purpose.⁴ In attempting to complete a handbook all schools must cope with the problem of cost. With limited budgets and rising costs most schools cannot afford to issue an elaborate and expensive handbook. For this reason the most satisfactory, yet inexpensive, one should be chosen. A loose-leaf book consisting of punched sheets of mimeographed instruction is a wise choice.⁵

Also, in keeping costs down the use of excessive paper will demand that you print only the necessary items and information. Along with the problem of what you print is the matter of how you print it. In composing a teachers' handbook short sentences in simple English are recommended.⁶ This will aid clarification and understanding

⁴ Jackett, Edwin A. "Staff Morale" Bulletin National Association of Secondary School Principals. Dec., 1951. Vol. 34. p. 174.

⁵ Kyte, George C. The Principal at Work. Ginn & Company. Boston, 1952. pp. 6-8.

⁶ Baker, Delbert L. "The Formation of Teacher's Handbook." Bulletin of Secondary School Principals. Sept., 1953. Vol. 42. pp. 123-126.

besides eliminating wasted words. With simplicity should come a reasonable brevity. However, although brevity is essential, neither absolute clarity nor democratic kindliness of expression should be sacrificed.⁷ The principal's forward should indicate clearly the nature and purpose of the handbook. In this way the teacher may be made to realize what is expected of him in the use of it.⁸

The literature studied has provided the author with many of the reasons why a school should issue a teachers' handbook. In the first place it may serve as a means of saving valuable time. It may do this in the following ways:

- a. By resolving routine problems that arise quickly.
- b. By being a ready reference when the need arises, saving time looking for answers.
- c. By eliminating many notices and bulletins.
- d. By securing more uniform results, thereby eliminating extra work.

⁷
Kyte, Geo. C. op. cit. p. 8.

⁸
Idem.

⁹
Carper, E. L. "Teacher Handbooks." Bulletin of Secondary School Principals. Oct., 1958. Vol. 42. pp. 47-48.

In the second place a teachers' handbook may be a real aid¹⁰
in boosting the morale of the teachers:

- a. By minimizing confusion.
- b. By encouraging uniformity in certain procedures.
- c. By providing a better knowledge of the accepted philosophy and practices of the school.
- d. By relieving teachers of the embarrassment and time used in asking many questions concerning matters of varied details.
- e. By providing special guidance to new teachers in the system.

The printed literature has provided these principles that one might follow in compiling a teachers' handbook and the author has tried to report them with clarity and precision. The literature, has also made very important implications that should be understood by an administrator formulating a handbook and perhaps by any teacher using one. Because these implications were not expressly stated and are the result of the author's reflections on the subject matter read no specific quotations or footnotes are supplied.

Teachers' handbooks are not going to solve all administrative procedural problems. There will always be procedures that must have the personal attention of the administrator acting alone or with his teachers. The handbook will be an aid in many procedures but the teacher should not be afraid to go to the principal for clarification

of procedures not understood or procedures not stated. A teachers' handbook for one school will not meet the needs of another school. Any teachers' handbook must be designed to serve those for whom it is intended, namely, that particular school, administrator and teachers. The major purpose of the handbook is to work towards a smoother functioning administratively of that particular school system.

The administrator distributes his handbook with serious obligations. When he presents such a book to his teachers he must commit himself to the duty of accepting any procedures that are followed as outlined. Responsibility for any action taken as a result of anything written in the handbook should be shared by the administrator. With this handbook the administrator must honestly admit that the procedures had been devised to the best of his abilities and when carried out would receive his full support. It is only then that the handbook can be an item worthy of respect. As a respectful item the handbook can become a means of instilling pride in the efficient operation of certain administrative and school procedures. It can become a way of welcoming and encouraging the help of all teachers in maintaining a spirit of cooperation, friendliness, and sensible uniformity and conformity.

CHAPTER III

METHOD OF PROCEDURE

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METHOD OF PROCEDURE

Statement of the Problem -- It was the purpose of this study:

- (1) To determine which items are included in those teachers' handbooks printed by those high schools selected for this study.
- (2) To determine which items are considered important for inclusion in a teachers' handbook by those principals or administrators from high schools selected for this study which do not presently issue handbooks.
- (3) To make an analysis and evaluation of the handbooks received from those high schools taking part in this study.
- (4) To incorporate findings reached by the study to the particular problems of Tenney High School and to write a handbook for this high school.

Sources of Data -- Data for the study were obtained from questionnaires sent to 100 high schools in the Commonwealth of Massachusetts and from handbooks submitted by some of these schools.

Schools to Which the Questionnaire was Sent -- Only high schools in the Commonwealth of Massachusetts were selected. This was done for two reasons (1) it was believed that there would be a greater willingness to respond to the study as it was being conducted from the University of Massachusetts and (2) all names and addresses of these schools and administrators were easily accessible. Those high schools of equal or near equal size to

to Tenney High School were chosen when possible. Others were included later in order to complete a sample of one hundred schools.

Development of the Questionnaire -- Items included in the questionnaire were selected from five handbooks now issued by high schools in Massachusetts, and several items which were suggested by the literature were also included. Before the questionnaire was distributed it was reviewed by Dr. Charles P. Oliver, School of Education, University of Massachusetts and his suggestions and criticisms were followed where they improved the questionnaire.

Distribution of the Questionnaire -- The questionnaire in ditto form was mailed in the early part of February, 1959, to the 100 high schools selected for the survey. It included an explanatory letter and a self-addressed, stamped, return envelope to encourage response.

Treatment of the Questionnaire Returns -- Answers for each item were tabulated separately and percentages were compiled for each group of schools, (1) those issuing handbooks and (2) those not issuing handbooks. Tables summarizing the questionnaire returns have been included in this study.

Treatment of the handbook findings -- The data was interpreted and evaluated on the basis of the two groups mentioned above. The most commonly included or mentioned items were selected for consideration for inclusion in the handbook for Tenney High School.

Use of the Questionnaire and Handbook Findings -- The findings revealed by the analysis of the questionnaire and the actual handbooks received were used as guides for writing the handbook for Tenney High School.

CHAPTER IV

INTERPRETATION OF QUESTIONNAIRE RESULTS

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INTERPRETATION OF THE QUESTIONNAIRE RESULTS

One aspect of solving the problem of writing a teachers' handbook for Tenney High School, was to discover what items other high schools in Massachusetts were including in those handbooks they issued. We also wished to know that administrators not presently issuing handbooks believed to be important items for inclusion in such a book. This particular part of the problem was solved through the use of a questionnaire.

Purpose of the Questionnaire -- The major purpose of the questionnaire was to learn which items are included in the handbooks of schools participating in this study, and to discover which items are believed important for such a book, by administrators not presently issuing one. It was the conviction of the investigator that administrators or principals through their past experience and actual formulation of such a book would best know which items should be included. Also, it was not the investigator's intention to create items for inclusion believing that practicing administrators could better suggest items which deserve consideration for such a book.

List of Items in the Questionnaire -- Rather than assuming which items should be included in the questionnaire list, items were actually taken from five handbooks issued by high schools in Massachusetts. The questionnaire was sent to the principals of 100 high schools in the Commonwealth of Massachusetts. Each principal was asked to check those items included in his teachers' handbook

or if he wished to send a copy of the handbook to the writer. For those principals who did not issue a handbook, the questionnaire provided checking spaces for items they believed important for such a book. Items were classified for this completion as "yes" "no" or "maybe." Yes, denoting a positive importance, no, an unimportance, and maybe, not necessarily important but deserving of some consideration.

Forty-nine major items were listed with sixty-seven sub-items. Space was provided for the inclusion of any items not listed but which the principal might suggest.

The principals were asked to express the value of their handbook by indicating it to be very valuable; useful; not very useful; or not useful at all.

A copy of the actual questionnaire is included in the appendix.¹

Questionnaires Returned -- The response to the survey was very reassuring and seemed to affirm our belief that the item of a teacher's handbook is given much thought by school administrators. Of the 100 questionnaires sent out, sixty-four were returned making a favorable return of sixty-four percent.

1

Appendix D, p. 84.

The replies received fell into the following categories:

Schools issuing handbooks	31
Schools not issuing handbooks	28
Returns voided for incompleteness, incorrect reply, or other cause	<u>5</u>
Total response	64

Statistical Analysis of the Questionnaire -- The

information received was separated into two groups (1) schools issuing handbooks and (2) schools not issuing handbooks. Each was considered as a population of one hundred percent. The following tables and discussion present the pertinent findings.

This study was undertaken with the belief that a teachers' handbook was a valuable item to any school system. However, it seemed important to extend this thought from a belief to a fact. This was done by including in the questionnaire a section where principals could tell us how useful the handbook they were using was. Thus, we were able to determine the usefulness of a teachers' handbook at least in the schools included in our study. The findings were as follows.

TABLE I.

Findings of the Value of Teachers' Handbooks as Indicated by Those Principals Reporting on Their Own Handbooks.

Evaluation	Number	Percent
VERY VALUABLE	17	54.8
USEFUL	7	22.6
NOT VERY USEFUL	0	0
NOT USEFUL AT ALL	0	0
NO RESPONSE	7	22.6
Total Response	31	100.0

Table I. shows that more than half of the schools responding to this question report their teachers' handbooks to be very valuable. The remainder reports it to be useful.

Every indication is made here that a teachers' handbook is a valuable item to any school. No school reported the teachers' handbook to be of little or no use.

Frequency Distribution of Items -- Rather than trying to make an objective analysis of general procedures carried on in any public school in an effort to make up a list of items for a teachers' handbook, the author went directly to principals and asked them what they actually included in their books. This seemed a more reasonable and realistic way of compiling a list of items for any teachers' handbook.

At this point it seems important to clarify our meaning of items. The reader is not to assume that items for a teachers' handbook are like ornaments on a Christmas tree, where the more fancy and numerous the more attractive the tree. Each item listed in our

questionnaire implies an administrative or clerical procedure. Though these procedures may and usually differ from school to school, their categories are general enough so that each school may adjust rules and procedures to suit its own system.

Only those items most frequently included in the teachers' handbooks as listed by principals participating in this study are included in Tables II and III. For a complete frequency finding the reader may check the tables at the end of this paper in appendices A and B, pages 74 and 78.

TABLE II

A Distribution of the Frequencies in Percent of the Major Items of Information and Procedure Included in Teachers' Handbooks Issued by Schools.

Item	Percentages			
	90-100	80-89	70-79	60-69
TARDINESS	93.6			
DETENTION		87.2		
ABSENCE		83.9		
FIRE DRILLS		80.7		
MARKING SYSTEM		80.7		
ATTENDANCE			77.5	
GUIDANCE FACILITIES			77.5	
CARE OF BUILDING AND EQUIPMENT			74.2	
SUPPLIES - SUPPLY ROOM			74.2	
TEXTBOOKS			74.2	

TABLE II (Continued)

Item	Percentages			
	90-100	80-89	70-79	60-69
BELL SCHEDULE			71.0	
HOME ROOM			71.0	
REPORT CARDS			71.0	
ACCIDENTS				64.6
ASSEMBLIES				64.6
AUDIO - VISUAL AIDS				61.3
CAFETERIA				61.3
FACULTY MEETINGS				61.3
OPENING DAY				61.3
STUDY HALLS				61.3

Administrators participating in this study and issuing teachers' handbooks report procedures for Tardiness to be the most frequently included item with more than ninety-three percent including it. Next items of procedure most frequently included are Detention - Absence - Fire Drills - and the Marking System, with eighty to eighty-seven percent of the handbooks included in this study including them. Seventy to seventy-eight percent of the handbooks contain items of Attendance-Guidance Facilities - Care of Building and Equipment - Supplies and Supply Room - Textbooks - Bell Schedule - Home Room and Report Cards. Items included by a smaller number of about sixty to sixty-five percent are Accidents - Assemblies - Audio Visual Aids - Cafeteria - Faculty Meetings - Opening Day - and Study Halls.

From the findings in Table II it is comparatively easy to compile a list of the twenty most crucial items, based on times included, of those handbooks issued by high schools in the Commonwealth of Massachusetts and taking part in this study. This list might well be a beginning guide for any school system wishing to inaugurate a teachers' handbook.

Realizing that not all high schools contacted would be issuing handbooks and still desiring to get the opinion of school administrators; provision was made for those principals not issuing handbooks to express their opinions as to what items should be included in such a publication. Here, it was believed that administrators' experience could help one considering the project of a teachers' handbook and what procedures should be included.

Findings as to what principals believe important to be included in a teachers' handbook by those principals not presently issuing one and taking part in our study are listed in Table III.

TABLE III

A Distribution of the Frequencies in Percent of the Major Items of Information or Procedure Believed Important for the Inclusion in Teachers' Handbooks as Reported by Those Schools Not Issuing Handbooks.

Item	Percentages			
	90-100	80-89	70-79	60-69
FIRE DRILLS	100.0			
MARKING SYSTEM	100.0			
TEXT BOOKS	96.4			
HOME ROOM	96.4			
ACCIDENTS	92.9			
AUDIO VISUAL AIDS	92.8			
BELL SCHEDULE	92.8			
DETENTION	92.8			
GUIDANCE FACILITIES	92.8			
LESSON PLAN BOOK	92.8			
PERMANENT RECORD	92.8			
REPORT CARD	92.8			
SUPPLIES - SUPPLY ROOM	92.8			
TARDINESS	92.8			
ABSENCE		89.3		
ATTENDANCE		89.3		
CARE OF BUILDING AND EQUIPMENT		89.3		
AFTER SCHOOL HELP		85.7		
CAFETERIA		85.7		
CLASS RECORD BOOK		85.7		

TABLE III (Continued)

Item	PERCENTAGES			
	90-100	80-89	70-79	60-69
EXAMINATIONS		85.7		
FACULTY MEETINGS		85.7		
MEDICAL SERVICES		85.7		
PHILOSOPHY		85.7		
STUDY HALLS		85.7		
RECORD BOOK - REPORTS		85.7		
WARNING NOTICES		85.7		
GRADUATION		82.2		
TELEPHONES		82.3		
FIELD TRIPS			78.6	
HOMEWORK			78.6	
HOURS OF CLASSES			78.6	
MAIL BOXES			78.6	
RULES AND REGULATIONS			78.6	
SCHOOL PARKING			78.6	
LOST AND FOUND			75.0	
OPENING DAY			71.4	
ASSEMBLIES			71.4	
CLASS ORGANIZATION				67.9
CHANGE OF ADDRESS				64.3
TEACHERS ROOM				64.3
JANITOR SERVICE				60.8
TEACHER'S SCHEDULE				60.8
ATHLETICS				60.7

Table III has expanded the list of crucial items of Table II from twenty to forty four. All administrators of this group report procedural items for Fire Drills and the Marking System as being important for inclusion in a teachers' handbook. Ninety-two to ninety-seven percent list Text Books - Home Rooms - Accidents - Audio Visual Aids - Bell Schedule - Detention - Guidance Facilities - Lesson Plan Book - Permanent Record - Report Card - Supplies and Supply Room - and Tardiness, as being important items. Absence - Attendance - Care of Building and Equipment - After School Help - Cafeteria - Class Record Book - Examinations - Faculty Meetings - Medical Services - Philosophy - Study Halls - Record Book - Reports - Warning Notices - Graduation and Telephones are believed important by eighty-two to ninety percent of this group of principals. Seventy to seventy-nine percent of this group of administrators report the following items important for inclusion in such a book; Field Trips - Homework - Hours of Classes - Mail Boxes - Rules and Regulations - School Parking - Lost and Found - Opening Day - Assemblies. Sixty to seventy percent believe that Class Organization - Change of Address - Teachers' Room - Janitor Service - Teacher Schedule - and Athletics should be included in a teachers' handbook.

A comparison of the twenty major items most often included in handbooks published and those most often mentioned as important by principals not presently issuing handbooks is graphically shown on Table IV. which follows.

TABLE IV

A Comparison of Items Actually Included in Teachers' Handbooks and Items Believed Important for Inclusion in Teachers' Handbooks as Reported by Administrators Participating in this Study, in Order of Importance.

Items Actually Included in Handbooks Published	Items Believed Important by Administrators not Presently Issuing Handbooks
1. TARDINESS	FIRE DRILLS
2. DETENTION	MARKING SYSTEM
3. ABSENCE	TEXT BOOKS
4. FIRE DRILLS	HOME ROOM
5. MARKING SYSTEM	ACCIDENTS
6. ATTENDANCE	AUDIO VISUAL AIDS
7. GUIDANCE FACILITIES	BELL SCHEDULE
8. CARE OF BUILDING AND EQUIPMENT	DETENTION
9. SUPPLIES - SUPPLY ROOM	GUIDANCE FACILITIES
10. TEXTBOOKS	LESSON PLAN BOOK
11. BELL SCHEDULE	PERMANENT RECORD
12. HOME ROOM	REPORT CARD
13. REPORT CARD	SUPPLIES - SUPPLY ROOM
14. ACCIDENTS	TARDINESS
15. ASSEMBLIES	ABSENCE
16. AUDIO VISUAL AIDS	ATTENDANCE
17. CAFETERIA	CARE OF BUILDING AND EQUIPMENT
18. FACULTY MEETINGS	AFTER SCHOOL HELP
19. OPENING DAY	CAFETERIA
20. STUDY HALLS	CLASS RECORD BOOK

A comparison of those items included in handbooks and those believed important by administrators taking part in this study is interesting and pertinent to this paper. From Table IV it is easy to see that there is great agreement with this group between what items are actually included and those believed important. The only real disagreement comes in the order of importance of the items. Again, we are determining importance by the number of times or frequency included in the handbooks or the number of times listed as being important.

All items actually included in the handbooks published with the exception of four items, Assemblies - Faculty Meetings - Opening Day - and Study Halls - are included in the list of top twenty items believed important by administrators not issuing handbooks. The four items included in the list of administrators not issuing handbooks and not among the twenty of those issuing handbooks are - Lesson Plan Book - Permanent Record - Cafeteria - and Class Record Book.

Table IV may be valuable or at least helpful to any administrator who is compelled to limit the number of items in his handbook. Any particular school system may determine those items most useful to its own system from this list. Also, if one were to conclude that the most important items of any handbook should be especially carefully outlined the items on this list would be included for such consideration.

CHAPTER V

AN ANALYSIS OF TEACHERS HANDBOOKS SUBMITTED
BY HIGH SCHOOLS PARTICIPATING IN THIS STUDY

CHAPTER V

AN ANALYSIS OF TEACHERS' HANDBOOKS SUBMITTED BY HIGH SCHOOLS PARTICIPATING IN THIS STUDY

Having determined the items actually included in handbooks and those items considered important by administrators taking part in this study, our next step was to make an analysis of the actual handbooks received.

Purpose for the Analysis -- The purpose was to determine the format and methods and means whereby these schools printed their handbooks. Also, by an actual investigation of handbooks the means of describing, explaining, and presenting procedures could be evaluated. The questionnaires had already determined what items were important -- the handbooks could now offer concrete examples and suggestions regarding the technical means for printing the handbook.

List of Criteria for Analysis of the Handbooks -- A checklist was established from a preliminary study made of several handbooks selected from those received. The topics selected represented phases of the technical construction of the handbook. The topic groupings were as follows:

- (1) Cover
- (2) Size of Book
- (3) Loose Leaf Pages
- (4) Table of Contents
- (5) Topic Headings
- (6) Length of Book in Pages
- (7) Introduction

(8) Printing (Mimeographed or Ditto)

Handbooks Submitted by High Schools of Massachusetts --

Handbooks were received from sixteen high schools.

Statistical Analysis of the Handbooks -- Results were

computed on the basis of the number of times and percent of the handbooks that contained the topics as listed. The following table and discussion summarize the findings.

TABLE V

A Distribution of Frequencies in Number and Percent of Teachers' Handbooks Containing Technical Constructions as Listed.

Topic	YES		NO	
	Number	Percent	Number	Percent
1. Specially devised cover other than paper	8	50.0	8	50.0
2. Standard Letter Size	15	93.8	1	6.2
3. One half letter Size	1	6.2	15	93.8
4. Loose-leaf pages	6	37.5	10	62.5
5. Table of Contents	10	62.5	6	37.5
6. Topic Headings	14	87.5	2	12.5
7. Less than 20 pages	9	56.2	7	43.8
8. More than 20 pages	7	43.8	9	56.2
9. Introduction	11	68.8	5	31.2
10. Mimeographed	6	37.5	10	62.5
11. Ditto	10	62.5	6	37.5

Table IV presents those technical constructions most frequently included in teachers' handbooks included in this study. Fifty percent of the handbooks do not include a special cover. All but one, ninety three point eight percent, of the handbooks are printed on standard letter size sheets. Only six or thirty seven point five percent of the handbooks include loose-leaf pages. A table of contents is included in sixty two point five percent of the handbooks while eighty seven point five percent include topic headings. The majority of the handbooks, fifty six point two percent are less than twenty pages in length. Sixty eight point eight percent include an introduction. Ditto is the preferred means of printing being chosen by sixty two point five percent of the administrators.

General Conclusions -- A majority of the handbooks include the important technical constructions listed. The handbooks received are lacking in the use of loose-leaf pages recommended in the written literature as an aid to easy revision of the book. Though fifty percent of the handbooks include specially devised covers only one makes any attempt at being attractive.

A Non-Statistical Analysis of the Handbooks -- The handbooks offered other information which could not be so specifically defined. For this reason a non-statistical analysis was made. The criteria for the non-statistical analysis was based on the following material:

- (1) Organization and contents.
- (2) Organization of paragraphs and construction.
- (3) Mode of explanation.

(4) Teacher-administration relations consideration.

Findings of Non-Statistical Analysis of Handbooks -- Several of the handbooks analyzed based on the criteria stated are a real credit to their school systems and those who compiled them. These books contain a logical order of organization, a clear and concise description of procedures, and a near complete coverage of all necessary information. The greatest value in these books lies in their sincere attempt to organize and coordinate school procedures with consideration given to making the duties of the teacher lighter, more easily and efficiently effected. Thus, they help generate a feeling in the teacher that he is working "with" the administration and not necessarily "for" the administration.

The author found only one major criticism that might be made. Some books lacked any personal appeal to the teacher. Duties and procedures were merely recorded with no reason implied or given for their existence. No considerations were implied or given for the teacher's possible questioning of a procedure. Such an approach generated a feeling of working "for" the administration.

One less serious criticism was that some books sacrificed completeness of instructions for brevity of content. Also, though some may consider it a minor point, in only one case was the format attractive.

CHAPTER VI

RESTATEMENT OF THE PROBLEM, SUMMARY OF PROCEDURES
AND CONCLUSIONS

CHAPTER VI

RESTATEMENT OF THE PROBLEM, SUMMARY OF THE PROCEDURES AND CONCLUSIONS

Restatement of the Problem -- It was the purpose of this study:

- (1) To determine which items are included in those teachers' handbooks printed by those high schools selected for this study.
- (2) To determine which items are considered important for inclusion in a teachers' handbook by those principals or administrators from high schools selected for this study, who do not presently issue them.
- (3) To make an analysis and evaluation of the handbooks received from those high schools taking part in this study.
- (4) To incorporate findings reached by the study to the particular problem of Tenney High School and to write a handbook for this high school.

Summary of the Procedure Used in This Study -- The first two phases of the problem involved a questionnaire which was sent to 100 high schools in the Commonwealth of Massachusetts. Items included in teachers' handbooks and those items considered important were checked in the appropriate spaces by the principal filling out the questionnaire. Each group was separately computed to determine the frequency of inclusion of the particular items and the frequency of times checked as being important.

The third phase of the problem consisted of a statistical and non-statistical analysis of the handbooks received. Criteria were formulated as bases for the analysis.

The results from the questionnaire study and the handbook analysis were used as guides for writing the handbook and were incorporated with other conclusions reached to meet the needs of Tenney High School.

Conclusions -- On the basis of the data obtained from this study, the following conclusions are drawn:

- (1) Thirty-one in number or fifty-two percent of the high schools taking part in this study issue teachers' handbooks.
- (2) Twenty-eight in number or forty-eight percent of the high schools taking part in this study do not issue teachers' handbooks.
- (3) Seventeen or fifty-four percent of the high schools issuing handbooks find them very valuable.
- (4) Seven or twenty-two percent of the high schools issuing handbooks find them useful.
- (5) A list of twenty items included most frequently in teachers' handbooks of those high schools participating in this study comprise the following:

Tardiness	Home Room
Detention	Report Cards
Absence	Accidents
Fire Drills	Assemblies
Marking System	Audio-Visual Aids
Attendance	Cafeteria
Guidance Facilities	Faculty Meetings
Care of Building and Equipment	Opening Day
Supplies - Supply Room	Study Halls
Textbooks	Bell Schedule

(6) High school administrators not presently issuing teachers' handbooks present a list of forty-four items as being important for inclusion in teachers' handbooks.

(7) Administrators not presently issuing teachers' handbooks include a larger number of items as being important by a margin of two to one.

(8) All administrators are in agreement that the twenty items under (5) are of importance to a teachers' handbook.

(9) A majority of handbooks received were constructed as follows:

Specially devised cover

Standard letter size

Table of Contents

Fewer than 20 pages in length

Introduction

Ditto

(10) The handbooks received are lacking in the use of loose-leaf pages.

(11) Only one handbook received makes any attempt at being attractive.

CHAPTER VII

COMMENTS AND CRITICISMS

CHAPTER VII

COMMENTS AND CRITICISMS

The author is going to review those things learned by this study and any shortcomings that may have been discovered. It is - as with most any study - impossible to write about all the satisfaction gained in a few pages. Therefore, only those things believed to be of major importance will be discussed.

A demand for sensible objectivity and brevity has confined this paper thus far to a strict formality. Now, however, the author hopes that the reader will accept a little less formality and objectivity.

When the study began the item of a teachers' handbook was only a vague notion in the mind of the author. The initial understanding was the narrow one that a handbook was merely a list of school procedures. Its other ramifications were to be discovered.

The literature had made us realize that a teachers' handbook could serve the following ten purposes:

- (1) Inform
- (2) Standardize Certain Procedures
- (3) Save Time
- (4) Encourage better teacher-administrator relationships
- (5) Encourage certain educational practices
- (6) Reinforce the importance of the teachers' role in bringing about more efficient cooperation and harmony throughout the school system
- (7) Serve as a means of welcoming the new teacher
- (8) Serve as one means of making the teacher feel a greater responsibility for the smooth functioning of the system

- (9) Supply the teacher with answers to many questions
- (10) Give the principal an opportunity to get his procedures and policies in writing.

These purposes outlined in the written literature would serve any school issuing a teachers' handbook. However, each school would also be served in other specific ways as it was with us.

In the situation at Tenney High School the present administrator had never issued a teachers' handbook. Thus, this problem allowed him the opportunity to review all his administrative procedures. It made it possible for him to re-evaluate, review and revise those procedures. One of the great benefits of this task was the gaining of a new and clearer perspective of the functioning processes of many administrative procedures of the school system. Compiling a teachers' handbook also afforded the principal the chance to see more clearly his position in relation to those procedures. These things were important to the author-student as a possible future administrator.

The questionnaire findings settled any doubts as to whether or not the teachers' handbook was a valuable item. Seventy-seven percent of those high schools taking part in this study and issuing handbooks reported the book to be valuable or useful.

More important, the questionnaire helped to focus attention on those items which needed consideration for inclusion in such a book. The twenty most frequently mentioned items were most seriously considered and included if they served the purposes of Tenney High School.

Determining those items most frequently included in the handbooks and those items considered important by administrators not presently issuing them, served other valuable purposes.

In the first place, this list of items presented a picture of procedures carried on by those high schools taking part in this study in important areas of administration. In solving our particular problem it made it easier to go through the list and determine which procedures Tenney High School was following. We could also note any items suggested by those already listed. The list thus became a guide for indicating those procedures than any high school might be following.

Because one of the first rules in making a teachers' handbook is that it be written to serve the needs of those using it, only those items useful to Tenney High School were incorporated in the handbook.

The findings from those schools issuing handbooks had suggested what the twenty most crucial items might be. However, the findings from those schools not presently issuing handbooks also suggested very important items. One of these was taken under serious consideration and included in the handbook devised. This item was a statement of the school philosophy. Many of the printed handbooks had neglected this vital item.

In working with the Tenney High School problem it was discovered that a complete statement of the school philosophy had never been written.

Thus, the administrator was compelled to put into writing for all his teachers to see, the school philosophy for the first time. This in itself served a valuable end.

Many of the procedures that had been determined important for inclusion in the handbook had to be defined for Tenney High School for the first time. This demanded interviews with various teachers and department heads in the school. With the clarification and written expression of procedures and purposes being carried on within the system of Tenney High School a valuable end was gained.

Though practically all of the teachers handbooks received were of a standard letter size, it was decided that a smaller size would better serve the needs of Tenney High School and one half of the standard letter size was decided upon. All pages were to be loose-leaf for easy changes and revisions.

CRITICISMS -- The introduction of this paper has stated that the approach used to solve our problem was not necessarily the best one. Now, several criticisms must be made.

In the first place - in limiting our participants in the study to high schools in Massachusetts, we may have failed to realize other possibilities for the teachers handbooks. Handbooks from other states along with opinions of administrators could have been secured for a broader coverage. Thus, the handbook we have created is not unusually different from those of other high schools in Massachusetts.

Because so much time was involved in defining practically all the procedures further elaboration of the book and inclusion of extra

aids to teachers were kept to a minimum.

We had realized in the beginning that our book when completed would not be perfect. The study has nevertheless been very enlightening and rewarding. The imperfections in the book can be easily improved under the format devised. The task has succeeded in getting a teachers handbook inaugurated at Tenney High School.

CHAPTER VIII

THE HANDBOOK FOR TENNEY HIGH SCHOOL

METHUEN, MASSACHUSETTS

This handbook will be printed on one-half the standard letter size paper with loose leaf pages. However, for binding of this problem it is being reproduced on standard letter size paper.

TEACHERS' HANDBOOK

TENNEY HIGH SCHOOL
METHUEN, MASSACHUSETTS

TABLE OF CONTENTS

	Page
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Tuition Pupils	24
Suggestions for Improvement	25

This Teachers' Handbook has been issued to clarify certain administrative procedures. It is also a ready reference book to help teachers of the Tenney High School meet certain responsibilities.

It should be extremely useful to our new teachers in helping them become familiar with how we do certain things.

Procedures should be reasonably followed, but no regulation should be considered rigid and final. Changes for improvement will be made from time to time.

Any constructive suggestions for improving procedures or requests for additional procedures or policies for inclusion in the book will be gladly received by the principal and honestly considered.

TENNEY HIGH SCHOOL PHILOSOPHY

It is the aim of our school to provide our pupil with that education which will give him the means to develop his best self; physically, mentally, emotionally and spiritually.

It is further our aim that the pupil be trained in those principles of democratic living, at home, in school and in all social contacts. We stress those principles of democratic living: consideration for the rights, obligations, abilities and property of others, respect for the dignity and worth of the individual, respect for worthy leadership and democratically established authority; responsibility for one's self and for the welfare of mankind.

We believe education to be basic to a democratic society -- and that a well trained democratic citizen is inseparable from a worthy human being.

We therefore project our efforts at providing a mastery of the necessary fundamentals of knowledge, good habits and skills, and those things stated herein.

ACCIDENTS -- Accidents resulting in injuries occurring to the students in the school building or on the grounds during school hours should be reported immediately to the principal's office.

In making the report, state the nature of the accident, where and how it happened, if first aid was given, by whom, was the nurse called, was the student sent home or to a hospital, if so, how and by whom.

ATTENDANCE SLIPS

Teachers will use the ATTENDANCE SLIP forms provided by the office in reporting absentees and use the following procedures.

1. List boys on the left and girls on the right. Last name first.
2. Indicate tardiness by placing a T in front of pupil's name.
3. Please show consecutive days of absence by placing the appropriate figure after the pupil's name.
4. For the sake of accuracy it is suggested that each teacher check his own attendance rather than delegating the job to a student.
5. Please place an X before the names of pupils needing attention of attendance officer.

AUDIO VISUAL AIDS

The Methuen Public Schools Audio Visual Director is Mr. Paul H. Leslie. His office is located in the Industrial Arts Shop at Tenney High School.

EQUIPMENT - The following audio-visual equipment is reserved for use at Tenney High School and is located in the High School audio-visual room.

- 2 16mm Sound Projectors
- 2 Tripod Screens
- 1 Lantern Slide Projector
- 1 Filmstrip Projector

MATERIALS - The following materials are available.

- 300 filmstrips
- 1000 lantern slides

Subject Listings are available from Mr. Leslie.

"Industry on Parade" films are received each week and are available to teachers. For more information as to title and subject contact Mr. Leslie.

ORDERING FILMS - In May Mr. Leslie will furnish any teacher interested in securing free films, with sufficient catalogs to make choices for the following year. This must be done as the demand for Free Films is heavy and early planning will better guarantee having them when needed. Requests for such films should be presented to Mr. Leslie with the dates films are desired.

Regularly rented films may be secured during the school year. Teachers should allow reasonable time for placing the order and receiving the film.

AUDIO VISUAL AIDS

MACHINE OPERATION - Teachers are responsible for the operation of machines. However, they should act in the capacity of directors and allow trained student operators to run them. This will allow the teacher time to concern himself with the subject matter of the film and the conduct of the classroom.

A WORD ABOUT AUDIO VISUAL AIDS

Audio Visual Aids are not "substitutes" for learning or "time fillers" for a teacher's unprepared classes. For audio-visual aids to be truly effective in the learning situation use of them must be carefully and purposefully planned. Materials should be meaningfully coordinated with the subject matter being studied.

BELL SCHEDULE

REGULAR DAY

8:10	Pupils enter building
8:20	Pupils in home rooms
8:25	Opening Exercise
8:30	Pass to Period I
8:32	Beginning of Period I
9:12	End of Period I
9:14	Beginning of Period II
9:54	End of Period II
9:56	Beginning of Period III
10:36	End of Period III - Beginning of Accommodation Period
10:40	Beginning of Period IV - End of Accommodation Period
11:20	End of Period IV - 1st Lunch Period
11:40	Second Lunch Period
12:00	Third Lunch Period
12:20	End of Third Lunch Period
12:22	Beginning of Period V
1:02	End of Period V
1:04	Beginning of Period VI
1:44	End of Period VI - Return to Home Rooms
1:49	Dismissal from Home Rooms

NOTE: At the end of Period IV all pupils return to Home Rooms with the exception of rooms assigned to First Lunch Period.

BELL SCHEDULE

WEDNESDAY

8:10	Pupils enter building
8:20	Pupils in home room
8:25	Opening Exercises
8:30	Pass to Period I
8:32	First Activity Period
9:02	End of First Activity Period
9:04	Second Activity Period
9:34	End of Second Activity Period
9:36	Beginning of Period III
10:12	End of Period III - Beginning of Accomodation Period
10:16	Beginning of Period IV - End of Accomodation Period
10:52	End of Period IV
10:54	Beginning of Period V
11:30	End of Period V - First Lunch
11:50	End of First Lunch Period
11:50	Second Lunch Period
12:10	End of Second Lunch Period
12:10	Beginning of Third Lunch Period
12:30	End of Lunch Period III
12:32	Beginning of Period VI
1:08	End of Period VI
1:10	Beginning of Period VII
1:46	End of Period VII
1:51	Dismissal from Home Rooms

CARE AND USE OF SCHOOL PROPERTY --

It is the responsibility of the teacher to be on the alert at all times to guide pupils in the best possible use of all school property - buildings - furniture - books and supplies.

Serious abuse of any school property should be reported to the principal.

DISCIPLINE - The following suggestions are made primarily for SUBSTITUTE TEACHERS and those teachers who face their first problems of discipline. All teachers might do well to review them from time to time especially if they are having discipline difficulties.

SUGGESTIONS FOR DISCIPLINE IMPROVEMENT

1. See everything; be alert; employ a wide attention range; be active.
2. Walk around, talk to individuals; smile at pupils; ask them pleasant questions to which they can give pleasant answers. Do not be too obvious in your motives.
3. Cultivate your sense of humor and use it -- not the broad-joke type, but the light-touch laughter type.
4. Learn to act, sincerely and well. Good actors do it; you will have to be stern, happy, firm, informal, kindly, unrelenting etc. To protect the integrity of your own emotional pattern learn to act appropriately and sincerely.
5. Be self-confident. Have courage, moral courage to face the situation. It may be hard to appear self-confident, but it is a first essential. These things will help: prepared plans; sleep; recreation in non-school circles; using pupils to help with heat, light, air, attendance, books, bulletin boards, committees, etc. If you cannot "take it" look for a more pleasant occupation.
6. See your pupils somewhere else in the school, on the athletic field, on the noon playground, at the student council, at school parties, etc.
7. Keep an adult reserve of formality which the pupils know is there; no playing for popularity, no siding with pupil's against other teachers or administrators;

DISCIPLINE -

with the students never of them; no favorites, crushes; always Miss, Mr. never just Smith.

8. Be just -- fair. Put yourself in the pupil's place. The Golden Rule.
9. In disciplinary situations suspend your judgment, often be impersonal, sometimes coldly nonchalant. It is not necessary to settle every case. You are dealing with the psychology not the logic of the situation.
10. Say so when you are in error, even be ready to apologize -- but not too often.
11. Try never to become angry; too active adrenal mean mental confusion; lower your voice, grow impassive, but avoid a scene; after all it is a professional not a personal matter.
12. Do everything you can to build up the ego of each pupil; jobs, honors, a kindly compliment, a smile - all count more in the pupil's lives than we realize.
13. Try to avoid creating situations where pupils have to lie; above all, let them save face when you know they are in a tight spot.
14. When you are uncertain what to do about a class situation or individual, simply ask yourself what common sense would suggest. You will be surprised at the simplicity of the solutions.
15. If a new class stages a "revolt in a teacup" sit down with them, drop your own book; laugh with them, and say you get paid for it. Take the matter lightly in stride and they will soon swear by you. Better than glaring and fear.

FIRE DRILLS -- Teachers must consider the fire drill to be a serious procedure. Pupils must be trained to leave the building quickly and without confusion. Teachers should vacate the building along with pupils and be responsible for those pupils. During a drill all pupils must be accounted for -- even to the extent of the teacher checking their enrollment against the registers or seating plans.

INSTRUCTIONS FOR FIRE DRILL

- 1 - Leave rooms in DOUBLE file.
- 2 - Allow no talking or loitering.
- 3 - Assign pupils to hold fire doors.
- 4 - Keep in formation after leaving the building.
- 5 - Return in formation (double file) to classes.
- 6 - Teachers accompany your classes.

ASSIGNMENTS FOR EXIT

1st GROUND FLOOR

1. Room 105 and Wood shop - use North stair exit.
2. Metal Shop use garage door exit.
3. Girl's Gym - use North ticket office exit.
4. Boy's Gym - use South ticket office exit.
5. Band Room - use Band Room exit.
6. Room 116 and 118 use South exit - stay on left.
7. Room 117 and 119 and Domestic Science use South exit - Stay on right.
8. Room 111 use Center Rear exit - Stay left.
9. Room 112 - 114 use Center Rear exit - Stay on Right.

FIRE DRILLSASSIGNMENTS FOR EXIT2nd FLOOR

1. Room 201 - 203 use North stairs and North exit - Stay on left.
2. Room 214-216-218 use Main exit - Stay on right.
3. Room 215-217-219 use Main exit - Stay on left.
4. Room 220 use South stair - Stay on left.
5. Room 221 use South stair - Stay on right.

3rd FLOOR

1. Room 301-303-305 use North Stair - Stay on left and use North exit.
2. Room 304-307-309-311 use Center Rear stairs - Stay on left.
3. Room 306 - 308 use Center Rear Stairs - Stay on Right.
4. Room 313-315 use South stairs - Stay on right.
5. Room 310-312-314 use South stairs - Stay on left.

GUIDANCE

The Guidance program at Tenney High School attempts to accomplish a number of objectives.

First, it strives to understand the pupil's strength and weaknesses so that he may be guided toward a fuller realization of his own potentials and use his school experiences to the fullest.

Secondly, it attempts to channel the pupil's motivations and drives towards desirable goals. It seeks to aid the pupil in making his own decisions but discriminating to wise choices.

Thirdly, the guidance program strives to encourage each pupil to work to his capacity making the most of his opportunities in and out of school so that he may develop into an emotionally mature adult and be capable of assuming his responsibilities in a democratic society.

The teacher is in the most strategic position to be helpful in the development of each individual pupil as he has close and continual contact with him. As the teacher helps the pupil to define his problems, adjust to the group and explore his environment, valuable and indirect guidance services will be available. The guidance department stands ready to help teachers develop the individual students by helping to identify children with special needs, by administering tests and interpreting the results, by arranging conferences with parents, teachers, and students, and by referring individuals to other specialists when necessary.

GUIDANCE

Guidance Director for Tenney High School is Mr. Alfred W. Law, whose office is next to the principal's office.

TESTING - Testing programs are conducted for all classes to determine the students aptitudes, learning ability, reading comprehension, interests and personality record.

The following tests are conducted:

9th grade -- about January
Iowa Test of Educational Development

10th grade -- about May
Kuder Preference Vocational and Personal

11th grade --
Iowa Test of Educational Development
National Merit Scholarship Qualifying Test

12th grade --
General Aptitude Battery

OTHER TESTS GIVEN - The following tests are also given in individual cases when the situation warrants it:

Wechsler Intelligence Scale for Children
Wechsler Intelligence Scale for Adults
Ohio State University Psychological Test
Otis Quick Scoring Mental Ability
California Test of Mental Maturity

HONOR ROLL CLASSIFICATION

1. An Honor Roll made up only of pupils who have received all A's.
2. An Honor Roll made up of pupils whose marks would place them in the following divisions.

(1) A A A A A

(2) A A A B

A A B B

A A B B B

A A A A B

(3) A B B B B

A B B B

B B B B

Music)	Grades in these subjects are <u>Not</u> included
Gym)	
Drill)	

Honor Roll listings are due in the office the
Wednesday following report cards.

MARKING SYSTEM --

The following basis for grades will be used.

A	90 - 100
B	80 - 89
C	73 - 79
D	70 - 72
E	Below 70 or Failure

CONDUCT MARKS -

The conduct marks will be determined as follows.

Two low marks will constitute a conduct mark for the term.

Example could be -

- 4 Gs and 1 U would be F for conduct
- 4 Gs and 2 U would be U for conduct
- 4 Gs and 1 F would be G for conduct
- 4 Gs and 2 Fs would be F for conduct

Similar procedure would follow for any other possible combinations.

REGISTERS

It is the responsibility of the various teachers to see that their classroom registers are accurate in every respect. Particular attention should be given to the register to see that it is properly kept. This should be a very simple matter if the records are kept in accordance with the following directions. Above all, a daily procedure should be followed and work not left to the end of the week or month.

Please read the legal requirements in the back of the register, and familiarize yourself with the directions to be observed by teachers on page two of the register.

Be sure that the enrollment list and supplementary list are clearly understood and properly entered.

REMEMBER: Have your register accurate each day, and it will be a simple matter to balance it at the end of the year.

DAILY PROCEDURE -- Attendance must be recorded daily. It will not be necessary for you to use the bottom of the register for daily totals. Weekly totals will be sufficient. If you wish to continue to use daily totals at the bottom of the sheet that is all right. A half year report will be expected in order that a check on the registers may be made at that time. You may continue to keep boys and girls separately but if you wish to record them together in alphabetical order on one page that will be permitted.

REGISTERS

MONTHLY PROCEDURE

Total Membership --

All pupils who have been members at any time during the month. See rule 5 of the general directions, page 2 of the register.

Aggregate Membership --

Sum of the figures in the horizontal membership column at the bottom of the page. This figure must be used later in finding Average Membership and per cent of attendance for the monthly report. To avoid looking for mistakes at a later time, be sure that this figure is correct for each day and each month.

Proof of Aggregate Membership --

(No. of pupils) times (No. of day sessions) minus (No. of days of non-membership) equals Aggregate Membership.

Example: - 16 Pupils are on the register list. There have been twenty school days during September. Therefore, 20 times 16 is 320 equals the Aggregate Membership, assuming that there have been no non-memberships during the period. But John Jones became a non-member as of September 20, and, therefore, was a non-member as of September 25, and therefore was a non-member for 5 days. So from the aggregate membership there must be subtracted 1 x 10 for John Jones plus 1 x 5 for Mary Smith.

REGISTERS

Aggregate Attendance:

1. Add the vertical column of figures recorded opposite each pupil's name in the space after the fourth week.
2. Add the horizontal column of figures opposite Aggregate Attendance at bottom of page.

Proof: The two should be the same.

Average Membership:

Aggregate Membership divided by Day sessions
(carry to the nearest hundredth).

Average Attendance:

Aggregate Membership divided by Day Sessions
(carry to the nearest hundredth)

Per Cent of Attendance:

Aggregate Attendance divided by Aggregate
Membership (carry to the nearest hundredth
of a per cent).

Note. It can be readily seen that unless all the figures for each day and each month are correct that all the rest of the figures will be incorrect.

Semi-Annual and Annual Proof:

Aggregate Attendance - In the last column at the right of the page, add the number of days present for each pupil, the number of days each is a non-member, and the number of days absence and enter the figures in the proper columns. Then add these three columns vertically. The sum of the days present should check with the figure obtained by adding the monthly aggregate attendance at the bottom of the page.

REGISTERS

Semi-Annual and Annual Proof:

A second check is as follows: The total number of pupils listed on the sheet as members times the total number of days school is in session for the current period equals the total number of days present plus the total number of days non-membership plus the total number of days absence as shown in the first three columns at the right of the page.

Average Daily Attendance:

Aggregate Attendance divided by number of days (carry to the nearest hundredth).

Proof: Sum of the ten numbers under Average Daily Attendance (front of the register) divided by 10 equals the above result to the nearest tenth.

Total Membership: - The number of pupils who have been members of your room at any time during the year. This includes both the enrollment and supplementary lists.

Proof: This equals all pupils recorded on the attendance list.

Average Membership:

Total number recorded under Membership at bottom of page divided by number of Days for the year (carry to the nearest hundredth).

REGISTERS

Proof: Sum of the ten columns in front of register divided by 10 equals the above result to the nearest tenth.

Per Cent of Attendance:

Aggregate Attendance divided by Aggregate Membership (carry to the nearest hundredth).

Proof: Sum of the ten columns in front of register divided by 10 equals the above result to the nearest tenth.

TARDINESS

Pupils arriving after 8:28 will report to their homerooms and be marked tardy by the homeroom teacher.

Pupils arriving after 8:28 will report directly to the office. A slip for admittance to the pupil's classroom will be issued by the office and no late student will be admitted to any classroom without such a slip.

The absent marks of those pupils arriving after 8:28 will be changed to tardy marks by the homeroom teacher upon notification from the office.

A written excuse signed by the parent or guardian must be secured for each tardiness.

When inexcusable tardiness persists the teacher concerned should report the case to the assistant principal, Mr. Lister.

In the event of late busses no pupil will be marked tardy. Homeroom teachers will make any attendance report corrections the following day.

TUITION PUPILS

Teachers will be notified of the date that the list of tuition pupils is due.

This date will fall shortly after the opening of school.

Residents of Pelham, N. H. should have a tuition slip properly signed by a member of the Pelham School Committee before being admitted.

Suggestions for improvement or criticisms of this teachers handbook. Please return to the office at the end of the school year.

APPENDICES

TABLE VI

A Distribution of Frequencies in Number and Percent of Items of Information Included in Teachers' Handbooks issued by Schools Participating in this Study.

Items	Yes		No	
	Number	Percent	Number	Percent
1. ABSENCE	26	83.9	5	16.1
Pupils	25	80.7	6	19.3
Teachers	17	54.9	14	45.2
2. ACCIDENTS	20	64.6	11	35.4
Handling	14	45.2	17	54.8
Reporting	19	61.3	12	38.7
3. AFTER SCHOOL HELP	18	58.0	13	42.0
4. ASSEMBLIES	20	64.6	11	35.4
Types	5	16.1	26	83.9
Seating Arrangement	12	38.8	19	61.2
Student Movement	11	35.5	20	64.6
5. ATHLETICS	12	38.8	19	61.2
Types	8	25.8	23	74.2
6. ATTENDANCE	24	77.5	7	22.6
Daily	23	74.2	8	25.8
Infrequent	7	22.6	24	77.4
Attendance Officer	9	29.0	22	71.0
Unexcused Attendance	17	54.9	14	45.1
7. AUDIO VISUAL AIDS	19	61.3	12	38.7
Types available	15	48.4	16	51.6
Handling	13	42.0	18	58.0
Sources for	9	29.0	22	71.0
Ordering materials	9	29.0	22	71.0
8. BELL SCHEDULES	22	71.0	9	29.0
9. BY LAWS SCHOOL COMMITTEE	7	22.6	24	77.4
Re: Teachers duties	11	35.5	20	64.5
10. CAFETERIA	19	61.3	12	38.7
Rules of	14	45.2	17	54.8

TABLE VI (Continued)

Items	Yes		No	
	Number	Percent	Number	Percent
11. CALENDAR OF EVENTS	6	19.3	25	80.7
12. CARE OF BUILDING AND EQUIPMENT	23	74.2	8	25.8
13. CHANGE OF ADDRESS	9	29.0	22	71.0
14. CLASSIFICATION OF PUPILS	6	19.3	25	80.7
15. CLASS ORGANIZATION	11	35.5	20	64.5
16. CLASS RECORD BOOK	16	51.6	15	48.4
Names Alphabetical Order	5	16.1	26	83.2
Seating Plans	15	48.4	16	51.6
Definite Marks	12	38.8	19	61.2
Pupil Standing	9	29.0	22	71.0
17. DETENTION	27	87.2	4	12.8
Purpose	22	71.0	9	29.0
Procedure	26	83.9	5	16.1
Room Control	16	51.6	15	48.4
Schedule	16	51.6	15	48.4
Student Offences	13	42.0	18	58.0
18. EXAMINATIONS	12	38.8	19	61.2
19. FACULTY MEETINGS	19	61.3	12	38.7
20. FIELD TRIPS	12	38.8	19	61.2
Procedures	8	25.8	23	74.2
21. FIRE DRILLS	25	80.7	6	19.3
Purpose	19	61.3	12	38.7
Signal	22	71.0	9	29.0
Procedures	23	74.2	8	25.8
General	11	35.5	20	64.5
22. GRADUATION	14	45.2	17	54.8
Requirements	14	45.2	17	54.8
General	7	22.6	24	77.5

TABLE VI (Continued)

Items	Yes		No	
	Number	Percent	Number	Percent
23. GUEST SPEAKER	3	9.6	27	90.4
Procedures for	3	9.6	28	90.4
24. GUIDANCE FACILITIES	24	77.5	7	22.6
25. HOME ROOM	22	71.0	9	29.0
Daily Routine	22	71.0	9	29.0
Organization	17	54.9	14	45.1
26. HOMEWORK	18	58.0	13	42.0
Amount	17	54.9	14	45.1
Type	12	38.8	19	61.2
Quality	12	38.8	19	61.2
Penalty	9	29.0	22	71.0
27. HOURS OF CLASSES	14	45.2	17	54.8
28. TUTORIAL SERVICES	9	29.0	22	71.0
29. LESSON PLAN BOOK	19	61.3	12	38.2
Procedures for	13	42.0	13	58.0
30. LOST AND FOUND	16	51.6	15	48.4
31. MARKING SYSTEM	25	80.7	6	19.3
32. MAIL BOXES	15	48.4	16	51.6
33. MEDICAL SERVICES	17	54.7	14	45.1
Available	14	45.2	17	54.8
Nurses office	17	54.9	14	45.1
34. OPEN TWO DAY	19	61.3	12	38.7
Procedures	19	61.3	12	38.7
35. PERMANENT RECORD	17	54.9	14	45.1
Procedures	14	45.1	17	54.9
36. RECORDED BOOKS - REPORTS	17	54.9	14	45.1
Procedures	13	42.0	18	58.0
Required Reports	12	38.8	19	61.2

TABLE VI (Continued)

Items	Yes		No	
	Number	Percent	Number	Percent
37. REPORT CARDS	22	71.0	9	29.0
Closing of Marks	19	61.3	12	38.7
Office Master Sheet	11	35.5	20	64.5
Distribution	16	51.6	15	48.4
38. RULES AND REGULATIONS	18	53.0	13	42.0
For Social Functions	15	48.4	16	51.6
For Extra Curricular Activities	16	51.6	15	48.4
39. SCHOOL PARKING REGULATIONS	18	53.0	13	42.0
40. SCHOOL PHILOSOPHY	10	32.3	21	67.7
41. STUDY HALLS	19	61.3	12	38.7
Seating	13	42.0	18	58.0
Standards	15	48.4	16	51.6
Schedules	9	29.0	22	71.0
42. SUPPLIES AND SUPPLY ROOM	23	74.2	8	25.8
Requisitioning	21	67.8	10	32.2
43. SECRETARIAL HELP AVAILABLE	9	29.0	22	71.0
44. TARDINESS	29	93.6	2	6.4
Procedures	28	90.4	3	9.6
45. TEACHERS ROOM	8	25.8	23	74.2
Purpose	4	12.9	27	87.1
Rules	3	9.6	28	90.4
46. TEACHERS SCHEDULE	11	35.5	20	64.5
47. TELEPHONES	12	38.8	19	61.2
48. TEXTBOOKS	23	74.2	8	25.8
Covers	12	38.8	19	61.2
Record of	21	67.8	10	32.2
Marking of books	20	64.6	11	35.4
Lost Books	21	67.8	10	32.2
Inventory	21	67.8	10	32.2
Storage	13	42.0	18	58.0
49. WARNING NOTICES	16	51.6	15	48.4

TABLE VII

A Distribution of Frequencies in Numbers and Percent of Items of Information or Procedure Believed Important to be Included in Teachers' Handbooks by High Schools Not Issuing Handbooks Presently and Participating in this Study.

Item	YES		NO		MAYBE		NO RESPONSE	
	No.	%	No.	%	No.	%	No.	%
1. ABSENCE	25	89.3	0	0	0	0	3	10.7
Pupil	24	85.7	0	0	0	0	4	14.3
Teacher	24	85.7	0	0	0	0	4	14.3
2. ACCIDENTS	26	92.9	0	0	0	0	2	7.1
Handling	23	82.1	0	0	0	0	5	17.9
Reporting	25	89.3	0	0	0	0	3	10.7
3. AFTER SCHOOL HELP	24	85.7	1	3.6	1	3.6	2	7.1
4. ASSEMBLIES	20	71.5	2	7.1	2	7.1	4	14.3
Types	13	46.4	5	17.9	1	3.6	9	32.1
Seating Arr.	13	46.4	4	14.3	0	0	11	39.3
Student Movement	11	39.3	3	10.7	0	0	14	50.0
5. ATHLETICS	17	60.7	2	7.1	3	10.7	6	21.5
Types	12	42.9	2	7.1	2	7.1	12	42.9
6. ATTENDANCE	25	89.3	1	3.7	0	0	0	0
Daily	24	85.7	1	3.6	0	0	3	10.7
Infrequent	15	53.6	3	10.7	0	0	10	35.7
Attendance Officer	11	39.3	6	21.4	1	3.6	10	35.7
Unexcused Attendance	15	53.6	3	10.7	0	0	10	35.7
7. AUDIO VISUAL AIDS	26	92.8	0	0	1	3.6	1	3.6
Types available	24	85.7	0	0	1	3.6	3	10.7
Handling of	19	67.9	2	7.1	1	3.6	6	21.4
Sources for	18	64.3	1	3.6	1	3.6	8	28.5
Ordering Materials	21	75.0	0	0	1	3.6	6	21.4
8. BELL SCHEDULE	26	92.8	0	0	0	0	2	7.2
9. BY LAWS SCHOOL COMMITTEE	11	39.3	5	17.9	0	0	12	42.8
Re: Teachers duties	22	78.5	2	7.1	0	0	4	14.4

APPENDIX B

TABLE VII (Continued)

Item	YES		NO		MAYBE		NO RESPONSE	
	No.	%	No.	%	No.	%	No.	%
10. CAFETERIA	24	85.7	1	3.6	0	0	3	10.7
11. Rules of	23	82.1	1	3.6	0	0	4	14.3
12. CALENDAR OF EVENTS	15	53.6	5	17.8	4	14.3	4	14.3
13. CARE OF BUILDING	25	89.3	0	0	1	3.6	2	7.1
14. AND EQUIPMENT	18	64.3	2	7.1	2	7.1	6	21.5
15. CHANGE OF ADDRESS	15	53.6	5	17.9	3	10.7	5	17.8
16. CLASS ORGANIZATION	19	67.9	3	10.7	1	3.6	5	17.8
17. CLASS RECORD BOOK	24	85.7	0	0	0	0	4	14.3
Names Alphabetical	16	57.1	4	14.3	0	0	8	28.6
Seating Plans	23	82.1	0	0	1	3.6	4	15.3
Definite Marks	24	85.7	0	0	0	0	4	14.3
Pupil Standing	12	42.9	4	14.3	1	3.6	11	39.2
18. DETENTION	26	92.8	0	0	0	0	2	7.2
Purpose	24	85.7	0	0	0	0	4	14.3
Procedure	25	89.3	0	0	0	0	3	10.7
Room Control	21	75.0	1	3.6	0	0	6	21.4
Schedule	20	71.4	0	0	0	0	8	28.6
Student Offence	18	64.3	4	14.3	0	0	6	21.4
19. EXAMINATIONS	24	85.7	0	0	1	3.6	3	10.7
20. FACULTY MEETINGS	24	85.7	1	3.6	0	0	3	10.7
FIELD TRIPS	22	78.6	0	0	0	0	6	21.4
Procedures	18	64.3	0	0	1	3.6	9	32.1

TABLE VII (Continued)

Item	No.	%	No.	%	No.	%	No.	%	No.
21. TYPEWRITING	23	100.0	3	0	0	0	0	0	5
Purpose	19	67.9	2	7.1	0	0	0	0	67.9
Signal	24	92.0	0	0	0	0	0	0	7.2
Procedures	25	89.3	0	0	0	0	0	0	10.7
General	15	53.6	1	3.6	0	0	0	0	42.8
22. GRAMMATION	23	82.2	2	7.1	0	0	0	0	10.7
Requirements	23	82.2	0	0	0	0	0	0	14.2
General	14	50.0	1	3.6	0	0	0	0	42.8
23. OTHER SERVICES	17	35.7	6	21.4	0	0	0	0	35.7
Procedures for	9	32.1	5	17.9	0	0	0	0	42.8
24. OFFICE FACILITIES	26	92.0	0	0	0	0	0	0	7.2
25. PHONE ROOM	27	96.4	0	0	0	0	0	0	3.6
26. TRAVEL	24	85.7	1	3.6	0	0	0	0	10.7
27. MAIL ROUTINE	21	75.0	1	3.6	0	0	0	0	21.4
28. ORIGINATOR	22	78.6	2	7.2	0	0	0	0	17.8
29. TRANSPORT	21	75.0	2	7.2	0	0	0	0	25.0
30. TYPE	17	60.0	4	14.2	0	0	0	0	21.4
31. QUALITY	19	67.9	2	7.1	0	0	0	0	39.3
32. FORMS	13	46.4	4	14.3	0	0	0	0	10.7
33. REPORTS OF CLERKS	22	78.6	2	7.1	0	0	0	0	14.3
34. JOURNAL SERVICE	17	60.0	7	25.0	0	0	0	0	7.2
35. RECORDS MAN ROOM	26	92.0	0	0	0	0	0	0	25.0
36. PROCEDURES FOR	21	75.0	0	0	0	0	0	0	7.1
37. TEST AND POUND	21	75.0	5	17.9	0	0	0	0	0
38. MAILING SYSTEM	23	100.0	0	0	0	0	0	0	10.7
39. MAIL BOXES	22	73.6	2	7.1	0	0	0	0	10.7
40. MEDICAL SERVICES	24	85.7	1	3.6	0	0	0	0	25.0
41. Available	20	71.4	1	3.6	0	0	0	0	17.9
42. Nurse's office	22	78.6	1	3.6	0	0	0	0	

TABLE VII (Continued)

Item	YES		NO		MAYBE		NO RESPONSE	
	No.	%	No.	%	No.	%	No.	%
34. OPENING DAY	20	71.4	4	14.3	1	3.6	3	10.7
Procedures	18	64.3	4	14.3	1	3.6	5	17.9
35. PERMANENT RECORD	26	92.8	1	3.6	1	3.6	0	0
Procedures	19	67.9	1	3.6	1	3.6	7	25.0
36. RECORD BOOKS - REPORTS	24	85.7	0	0	1	3.6	3	10.7
Procedures	20	71.4	0	0	1	3.6	7	25.0
Required Report	19	67.9	0	0	1	3.6	8	28.5
37. REPORT CARDS	26	92.8	0	0	0	0	2	7.2
Closing of Marks	21	75.0	0	0	0	0	7	25.0
Office Master Sheets	16	57.1	3	10.7	0	0	9	32.1
Distribution	17	60.8	1	3.6	0	0	10	35.7
38. RULES AND REGULATIONS	22	78.6	1	3.6	0	0	5	17.9
Social functions	20	71.4	2	7.1	1	3.6	5	17.9
Extra-Curricular Activities	22	78.6	1	3.6	0	0	5	17.9
39. SCHOOL PARKING	22	78.6	2	7.1	1	3.6	3	10.7
40. PHILOSOPHY	24	85.7	0	0	1	3.6	3	10.7
41. STUDY HALLS	24	85.7	2	7.1	0	0	2	7.2
Seating plans	18	64.3	2	7.1	1	3.6	7	25.0
Standards	18	64.3	2	7.1	0	0	8	28.6
Schedules	13	46.4	4	14.3	0	0	11	39.3
42. SUPPLIES AND SUPPLY ROOM	26	92.8	0	0	0	0	2	7.2
Requisitioning	24	85.7	0	0	0	0	4	14.3

APPENDIX B

TABLE VII (Continued)

Item	YES		NO		MAYBE		NO RESPONSE	
	No.	%	No.	%	No.	%	No.	%
43. SECRETARIAL HELP	14	50.0	2	7.2	3	10.7	9	32.1
Available to teachers	16	57.1	3	10.7	3	10.7	6	21.5
44. TARDINESS	26	92.8	0	0	0	0	2	7.2
Procedures for	22	78.6	0	0	0	0	6	21.4
45. TEACHERS ROOM	18	64.3	4	14.3	0	0	6	21.4
Purpose	15	53.6	4	14.3	0	0	9	32.1
Rules	11	39.3	5	17.9	0	0	12	42.8
46. TEACHERS	17	60.8	6	21.5	0	0	5	17.9
SCHEDULE	23	82.3	1	3.6	0	0	4	14.3
47. TELEPHONES	27	96.4	0	0	0	0	1	3.6
48. TEXTBOOKS	19	67.8	1	3.6	0	0	8	28.6
Covers	23	82.2	0	0	0	0	5	17.8
Record of	23	82.2	0	0	0	0	5	17.8
Marking of books	23	82.2	0	0	0	0	5	17.8
Lost books	22	78.6	0	0	0	0	6	21.4
Inventory	20	71.4	0	0	0	0	8	28.6
Storage	24	85.7	0	0	0	0	4	14.3
49. WARNING NOTICE								

APPENDIX C

School of Education
University of Massachusetts
Amherst, Massachusetts

I am working on a problem to complete the requirements for the Master's degree, and humbly ask your help.

I am attempting to make a study on the formulation of Teachers' Handbooks or Manuals; being interested in those items administrators consider most important and of most value to teachers.

A copy of your Teachers' Manual would be greatly appreciated, along with completion of only the last two questions on the questionnaire.

However, if you do not choose to send us a copy, or if you do not issue a Manual would you please complete the entire questionnaire.

I have enclosed an envelope with a stamp, which you may use to return the questionnaire and/or the Manual. I will pay any postage due on the Manual.

You may find some of my conclusions very useful to you in preparing a Teacher's Manual or in revising your present one. If you would like a copy of these findings when I have completed the study, kindly designate in the appropriate place on the questionnaire.

Thank you for your cooperation which makes this study possible.

Sincerely,

Anthony J. Carpenito
Teaching-Fellow

QUESTIONNAIRE

Our Teachers Manual or Handbook includes the following items. Check items under Yes column.

We do not issue a Teachers Manual or Handbook; but if we did we would include the following items as being important. Check appropriate block for each item.

ITEM	YES	NO	MAYBE	ITEM	YES	NO	MAYBE
ABSENCE				Schedule			
Pupils				Student Offences			
Teacher				EXAMINATIONS			
ACCIDENT				FACULTY MEETINGS			
Handling				FIELD TRIPS			
Reporting				Procedures			
AFTER SCHOOL HELP				FIRE DRILLS			
ASSEMBLIES				Purpose			
Types				Signal			
Seating arr.				Procedure			
Student mvmt.				General			
ATHLETICS				GRADUATION			
Daily				Requirements			
Infrequent				General			
Att. Officer				GUEST SPEAKERS			
Unexcused att.				Procedures for			
AUDIO VISUAL AIDS				GUIDANCE FAC.			
Types available				HOMEROOM			
Handling of				Daily Routine			
Sources for				Organization			
Ordering Materials				HOMEWORK			
BELL SCHEDULE				amount			
BY LAWS, SCHOOL				Type			
COMMITTEE				Quality			
Re: Teachers				Penalty			
duties				HOURS OF CLASSES			
CAFETERIA				JANITORIAL SVC.			
Rules of				LESSON PLAN BOOK			
CALENDAR OF EVENTS				Procedures for			
CARE OF BLDG. &				LOST AND FOUND			
*EQUIPMENT				MARKING SYSTEM			
CHANGE OF ADDRESS				MAIL BOXES			
CLASSIFICATION OF				MEDICAL SVCS.			
PUPILS				Available			
CLASS ORGANIZATION				Nurse's Office			
Names in alphabet-				OPENING DAY			
CLASS RECORD BOOK				Procedures			
Seating Plans				PERMANENT RECORD			
Definite Marks				Procedures			
Pupil Standing				RECORD BOOKS			
DETENTION				Procedures			
Purpose				Required Reports			
Procedure				REPORT CARDS			
Room Control				Closing of marks			
				Office Master Sheets			

APPENDIX D

ITEM	YES	NO	MAYBE
Distribution			
RULES AND REGULATIONS			
For social functions			
For extra-curricular activities			
SCHOOL PARKING			
SCHOOL PHILOSOPHY			
STUDY HALLS			
Seating Plans			
Standards			
Schedule			
SUPPLIES AND SUPPLY ROOM			
Requisitioning			
SECRETARIAL HELP			
Available TO Teachers			
TARDINESS			
Procedures for			
TEACHERS ROOM			
Purpose			
Rules			
TEACHER'S SCHEDULE			
TELEPHONES			
TEXTBOOKS			
Covers			
Record of			
Marking books			
Lost books			
Inventory			
Storage			
WARNING NOTICES			

If your school issues a Teachers Manual, please complete:

We find our Teachers Manual to be:

Very Valuable

Useful

Not Very Useful

Not Useful at All

We would make the following improvements in our Manual:

Other items suggested to be included.

We (do) (do not) wish to have a copy of the results of this study.

NAME OF SCHOOL

COMPLETED BY

DATE

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BIBLIOGRAPHY

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PROBLEM APPROVED BY:

Chas. J. Oliver

DATE

Feb 1961

